

Title II of the Higher Education Act

Institutional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education

Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

Institution name:	William Woods University		
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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
Institution Name	William Woods University
Institution Code	6944
State	Missouri
Number of Program Completers Submitted	11

Number of Program Completers found, matched, and used in passing rate Calculations ¹	11				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Academic Content Areas							
Early Childhood Education	020	1	1	100	295	288	98%
Elem Edu: Curriculum, Instruction, and Assessment	011	7	3	43	1679	1606	96%
Mathematics: Content Knowledge	061	1	0	0	97	91	94%
Physical Education: Content Knowledge	090	1	1	100	214	205	96%
Social Studies: Content Knowledge	081	1	1	100	276	270	98%
Other Content Areas							
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>					
Institution Name	William Woods University					
Institution Code	6944					
State	Missouri					
Number of Program Completers Submitted	11					
Number of Program Completers found, matched, and used in passing rate Calculations¹	11			Statewide		
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				10	9	90%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	11	6	55%	3275	3155	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				156	156	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				270	256	95%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	11	6	55%	3711	3575	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **68**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **13**

3. Please provide the numbers of supervising faculty who were:

4 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **4**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **3.25/1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **12**
The total number of hours required is **480** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

Effective with the Fall 2003 semester, division students will be required to submit proof of passing scores in the PRAXIS II exam in their certification area before they can participate in their student teaching semester (Educational Seminar course and the Supervised Teaching experience).

The division's handbook on programs and policies has been revised and expanded, and it will be accessible from the division's web site by the start of the 2003-04 academic year.

A large classroom has been set aside for use as an elementary-level and secondary-level model classroom in the 2003-04 academic year.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the self-liberation and lifelong education of students in the world community.

2. Educational Philosophy

The Education Division of William Woods University believes that all students deserve to have effective, caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. To prepare these educators, our division believes both theory and applications should be the basis for our curriculum. Each educator shall be assessed throughout the program, using a defined set of performance standards. Since we believe learning is a lifelong process, we encourage our program completers to continue with professional development throughout their careers.

3. Conceptual Frameworks

William Woods University Education Division emphasizes the training of reflective practitioners to deal with the "whole" student. Through coursework that is student-centered, learning experiences in education settings, and reflection upon those experiences, we believe that pre-service and graduate education students improve their own academic performance as well as that of their students. The Education Division anchors its beliefs in current research and theory.

Since research drives theory, which in turn drives philosophy and practice, our curriculum emphasizes theoretical and philosophical backgrounds to various instructional and administrative approaches. In light of all the recent brain research in cognitive psychology, educational psychology, and in teaching/learning processes that shows how learning affects the physiology of the brain as well as the psychological, emotional and social aspects, our coursework reflects both why one uses various approaches along with when and how to use them. We must provide opportunities for students to practice what they have learned, assess their performance and reflect on that practice in order to develop their own philosophies and approaches as educators of individuals.

In teaching the "whole" student, our curriculum must include a review of new research in multiple intelligences, emotional intelligence, health, fitness, and nutrition and their roles in the learning process. Our belief is that with knowledge of subject matter and pedagogy, the ability to select curricula appropriate to diverse groups, and the ability to assess student performance as well as one's own, we can empower pre-service, novice and master educators with the skills to be successful as curricular decision makers and leaders in education.

Our curriculum recognizes that teaching is an ethical and moral act. Because of recent evidence of lack of core societal values and ethics among young people in schools today, we feel we must include character education in our curriculum. Faculty members model ethical and moral decision-making in their relationships with students and demonstrate respect, efficacy, and reflection. Our curriculum provides

transference from education students having moral and ethical knowledge to internalization of that knowledge to serve as a basis for decision-making regarding teaching dilemmas.

Because our focus is on the moral dimensions of schooling and education, we place great emphasis on the importance of individuals as life-long learners and stress the importance of communities, the responsibilities that individuals have in communities, and the role of both of these in a democratic society. Underlying our program is the belief that all students, birth through grade 12, should have equal access to a quality education and effective teachers and administrators who expect all students to be successful.

4. Program completers who teach in the private schools and out of state

Private Schools:	1
Out-of-State:	2